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ABSTRACT

This curriculum resource guide, one of seven developed by the State of Illinois to present information on new and emerging curricula existing in the nation, can be used as a basis for local educators to determine the resources needed to offer halfway house management curricula and to initiate curriculum development at the local level. Chapters 1 and 2 contain an introduction and procedures for using the guide. Chapter 3 describes the job duties and typical employers of halfway house managers. In chapter 4 alternative curriculum approaches are presented--an associate degree program and certificate program. Chapter 5 discusses these resources required to implement the program: curriculum advisory committee, facilities and equipment, and instructor qualifications. The final chapter contains eleven abstracts of curriculum and instructional materials; information provided includes title, author(s), availability, and price. Appendixes include lists of schools offering coursework or training related to halfway house management and related agencies/organizations and journals/periodicals. (A report on the project that identified the seven new and emerging occupations is available as CE 025 423. See Note for other curriculum resource guides in ERIC.) (YLB)

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HALFWAY HOUSE MANAGEMENT: A CURRICULUM PLANNING AND RESOURCE GUIDE

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PREFACE

In 1978 CONSERVA, Inc. was awarded a contract by the Illinois Department of Adult, Vocational, and Technical Education (DAVTE) to identify new and emerging occupations within the State and to determine the types, levels, and distribution of new vocational education curricula which are needed to meet the employment demands for skilled workers in those occupations. To accomplish the objectives of the project, CONSERVA staff undertook a search for potential new occupations through a review of similar national research efforts, recently enacted Illinois legislation, and technical and trade journals. Telephone contacts to identify new and emerging occupations were made with over 450 individuals nationwide, representing industries, educational institutions, professional and trade associations, government agencies, labor unions, service organizations, and private employers.

Through these cumulative efforts, seven occupations were identified which met pre-determined criteria defining new and emerging occupations, i.e., 1) the occupation has come into existence within the past decade; 2) the occupation is skilled or technical in nature, requiring at least six months of vocational education preparation but less than a four-year college program; 3) there are no or limited vocational education programs within Illinois which are preparing students to enter the occupation; and 4) information is currently available which reflects an anticipated shortage of workers within the State over the next five years. The seven identified new and emerging occupations are:

- Biomedical equipment technician
- Industrial hygiene technician
- Podiatric assistant
- Therapeutic recreation technician
- Swine confinement facility assistant manager
- Solar energy technician
- Halfway house manager

In order to hasten the inauguration of curricula for these new and emerging occupational areas, the Illinois Department of Adult, Vocational and Technical Education (DAVTE) awarded a second contract to CONSERVA. The purpose of that project was to locate new and emerging curricula that are currently in existence in the nation, to obtain available curriculum documentation for each of the seven occupational areas and to incorporate that information into seven curriculum resource guides. This volume represents one of the products of that effort, a curriculum resource guide which can be used as a basis for initiating a curriculum for preparing Halfway House Managers.

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I. INTRODUCTION

Halfway house managers are employed by private, nonprofit community agencies providing residential training services to alcholics, drug abusers, the developmentally disabled and the mentally ill; are employed by coordinating agencies of networks of halfway houses; or are self-employed and under contract with a governmental agency to provide training in independent living skills to clients of the halfway house. Halfway houses have been in existence since the 1950's. However, within the past ten years the emphasis on community residences (halfway houses) has increased as the trend toward deinstitutionalization in the delivery of human services has emerged. As a result, the number of halfway houses has risen, with the need for house managers being filled by individuals with education and experience in tangentially-related fields, such as sociology, psychology, special education, etc.

Within Illinois the demand for halfway house managers is significant. Estimates from a recent study (Spetz, et al., 1978), based on halfway house growth rate and job turnover, indicate the 1978-1983 demand for halfway house managers to be 300 statewide, half of which is located in the Chicago region. Despite this documented need, there are currently no programs in Illinois which prepare students specifically for halfway house management.

This curriculum planning and resource guide was prepared to serve as a basis for local educators to determine the resources needed to offer halfway house management curricula and to initiate curriculum development at the local level. The difficulties and expense of developing curricula for a relatively new occupation such as halfway house management are well documented (Meleen, et al., 1976; Nelson, 1978; Spetz, et al., 1978; and Forgione & Kopp, 1979). This guide is intended to facilitate the development of a halfway house management curriculum in Illinois by taking full advantage of related curriculum development efforts in institutions across the nation.

Essentially, the curriculum planning and resource guide is a synthesis of curriculum materials applicable to halfway house management which are currently in use in community colleges and technical institutions. It consists of a description of job duties, suggested curriculum options, program resource requirements, abstracts of curricular materials and appendices listing further sources of information. Information presented in the guide was obtained from existing curricula in halfway house management and related areas, such as human services, mental health technology and alcohol studies (see Appendix A), which were identified through extensive contacts with State vocational education agencies, professional and trade associations and directories, and local institutions offering curricula applicable to halfway house management. In most instances, representatives of the institutions or agencies contacted graciously provided CONSERVA with documentation of available curriculum materials and offered assistance in identifying instructional materials, resource requirements and other useful information. Contacts made with educational publishers and producers of audio-visual instructional materials helped to identify and procure textbooks and other learning materials available for providing instruction in halfway house management.

Suggested procedures for using the curriculum planning and resource guide are presented in the next chapter which describes a five-step curriculum development process keyed to the contents of this guide. This is followed by chapters describing halfway house manager job duties, alternative curriculum approaches, and program resource requirements. The final chapter presents abstracts of available curriculum and instructional resources.

II. PROCEDURES FOR USE

Presented in this chapter are procedures for using this guide as a resource in the planning, organization and development of a curriculum in halfway house management. The approach advocates the reliance on existing curricula applicable to halfway house management (human services, mental health technology, business management, etc.) which have been developed by other institutions. Though it is seldom practical or feasible for an institution to adopt a suggested or existing curriculum in its entirety, the work of others does offer a solid foundation upon which to base planning and development activities. The steps outlined below illustrate how the materials presented and referenced in this guide can be utilized in initiating a curriculum for halfway house management, an occupation which has been determined to be new and emerging in Illinois.

The curriculum development process is summarized in Table 1, accompanied by a rationale for each of the procedural steps and references to relevant sections of the resource guide. The procedures elaborated upon below assume experience in curriculum development on the part of the reader. Steps which are well-known to those with such experience are briefly outlined and tied in to relevant information presented in this guide. In those instances where traditional curriculum development procedures are not appropriate due to the newness of the occupation, further elaboration is provided.

Table 1.
Curriculum Planning and Development for New and Emerging Occupations

Step	Purpose	Reference
1. Determine area or regional employment opportunities and extent of student interest	To justify offering the program	Figure 1 Chapter III
2. Establish curriculum advisory committee	To obtain advice on the structure and content of the curriculum and the methodology to be utilized in instruction	Chapter V Appendices B, C
3. Verify, modify, and refine job competencies and/or duties	To align general duties with specific local employment requirements	Chapter III
4. Assess resource requirements	To determine institutional capability to offer the program	Chapter V
5. Develop curriculum	To align resources with job competencies and student interests and qualifications	Chapters IV, V, VI Appendix D

Step 1. Determine Area or Regional Employment Opportunities and Student Interest.

The first step in planning a curriculum for halfway house management is to determine the demand, in terms of employment opportunities and student interest, for offering training in the occupational area. Five-year projections of regional demand for halfway house managers have been estimated using data on the growth rate of halfway houses and job turnover (Spetz, et al., 1978). These projections, which are portrayed in Figure 1, can serve as a preliminary estimate of employment demand. However, since the estimates are based on secondary sources of regional employment demand, they are subject to local fluctuations. Thus, if the regional estimates indicate a potential need for a program in halfway house management, a more in-depth investigation of the demand should be undertaken. This will first involve conferring with other post secondary and/or proprietary schools in the region to determine whether any of those institutions are planning to respond to the need by developing similar curricula. Findings from such conferences could result in the need for joint developmental efforts or a determination that only one operating curiculum is necessary to meet the regional demand. In the latter case a joint decision between the institutions and the appropriate State agency as to the most qualified and/or cost-efficient institutions(s) to offer training should be sought.

The next step is to refine the preliminary demand estimates through a survey of the potential employment community and State, Federal and private funding sources. Funding sources are included to provide information on the future funds that will be available to support halfway houses and the resultant demand for individuals to manage the halfway houses. Job duties and typical employers of halfway house managers are listed in Chapter III of this report. That information may be used as a basis for the development of survey instrumentation and selection of a sample of employers and funding sources. It will be necessary to include a halfway house manager job description in the instrumentation. This will ensure that employers and funding agency personnel are responding to similar positions even if the position is not referred to as a halfway house manager. Additionally, employers and funding agency personnel should be requested to list any discrepancies in the job description as compared to the duties of their house managers. Contacts made with employers and funding sources during the survey process should further serve to reveal additional places of employment of halfway house managers, to identify potential curriculum advisory committee members and/or participants in a cooperative vocational education program and to stimulate community interest.

The other component of demand which is necessary to estimate prior to curriculum development is student interest in, and qualifications for, the halfway house management curriculum. The information on job duties (Chapter III) and typical curriculum and course requirements (Chapter IV) can help to determine potential student interest in enrolling in a halfway house management curriculum. Summaries of that information can be provided to career information or

guidance centers and secondary school guidance counselors in the service area to obtain estimates of potential student interest.

When the necessary information on students' interests is not directly available from the career information centers or guidance counselors, it may be desirable to conduct a survey of potential students. The sample could include students enrolled at the institution, secondary students enrolled in both public and private institutions and selected out of school populations such as persons employed in the related fields of human services and mental health. Again, the information on job duties and curriculum and course requirements contained in Chapters III and IV can be summarized in the survey instrument. The results of the survey will not only provide information on student demand but also indicate the types of students the curriculum is most likely to attract—information that later will be useful in designing a curriculum. If the decision is made to offer the curriculum, these potential halfway house management students should be made aware of its availability.

Step 2. Establish Curriculum Advisory Committee

The second stage of the development process, provided that sufficient demand exists for the curriculum, is to establish a curriculum advisory committee. Since the committee will be heavily involved in subsequent steps in the curriculum development process, it is imperative that in the selection of members adequate consideration be given to individuals' qualifications in light of the responsibilities of the committee. Potential members of a halfway house management curriculum advisory committee are presented in Chapter V. Additionally, the institution may wish to include outside consultants on the advisory committee if insufficient local expertise exists. Since halfway house management is a relatively new field, it may be essential to solicit external, up-to-date information. This may be obtained from relevant agencies and organizations, in addition to consultants. Lists of potential consultants for developing a halfway house management curriculum and relevant groups are presented in Appendices B and C, respectively.

At the first meeting of the advisory committee, it is suggested that procedures for the operation of the committee, extent of authority, principal objectives and time schedules be established. Subsequent responsibilities of the committee will be to ensure that the curriculum is consistent with employer requirements and to facilitate placement of students.

Step 3. Verify, Modify and Refine Occupational Duties and Competencies

The development of job competencies can be a time-consuming and difficult task, particularly for new and emerging occupations. The task can be made less difficult by using the description of job duties presented in Chapter III as a basis for the process. Based on this information and input from the advisory committee and/or employers surveyed in Step 1, it will be possible to derive a set of job competencies reflective of the unique and general employment requirements of the institution's service area.

Input from employers and funding agency personnel may be obtained concurrently with the survey conducted in Step 1 by appending a list of duties or tentative competencies to the survey questionnaire. Respondents are requested to rate duties; administrative, direct client service and communication skills; and technical and theoretical knowledges as to their relevance to the occupation. For example, a five-point rating scale could be applied to a list of skills.[1]

5 - The skill is essential
4 - The skill is very important
3 - The skill is desirable
2 - The skill is not important
1 - The skill is not applicable

A similar scale could be applied to the rating of tasks and technical knowledges. Employers should also be given the opportunity to add to or modify the presented skills, tasks, and knowledges. Based on the employer ratings and similar input from curriculum advisory committee members, duties and/or tentative job competencies can be refined to reflect the needs of the service area. These refined competencies should then be used in defining segments of a halfway house management curriculum.

Step 4. Assess Resource Requirements

In order to determine the capability of an educational institution to offer the curiculum, it is necessary to assess the capabilities of the instructional staff, facilities and equipment available to provide students with the needed communicative, administrative and direct client service skills, and technical and theoretical knowledge. The available resources will have a definite impact on the structure of the curriculum developed in the next step. For example, if an adequate number of halfway houses is not available for student internships, a cooperative arrangement with relevant agencies and facilities may be considered.

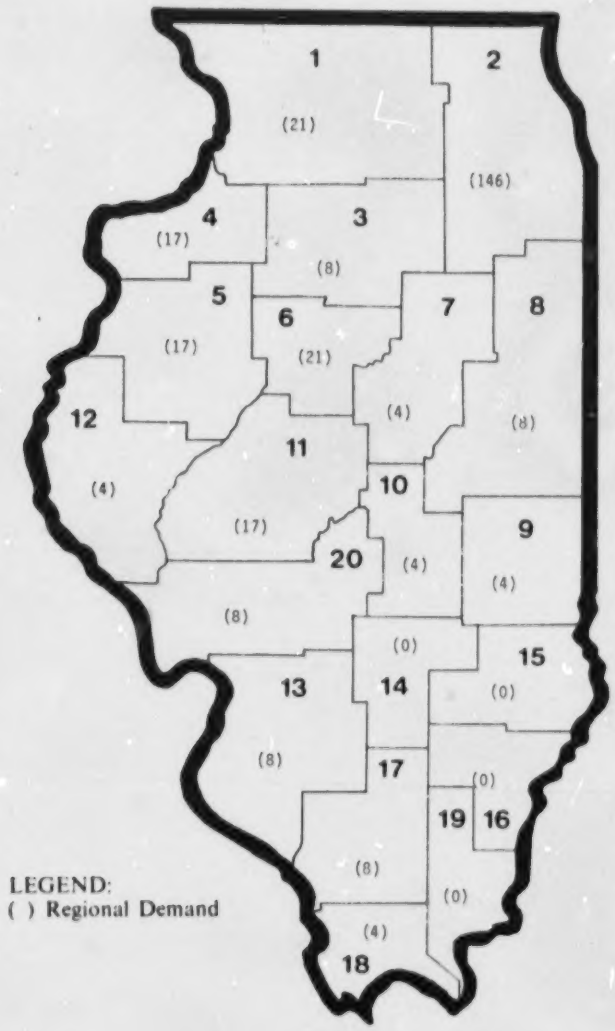
The types of facilities and instructors necessary for implementing a curriculum are presented in Chapter V. With the assistance of the curriculum advisory committee, suggested resources should be evaluated in light of the refinements in job competencies made in Step 3. Additions or changes to resource requirements may be necessary to align them with unique area or regional employment requirements. The resources of the institution should then be assessed as to whether they are adequate to meet the requirements of a halfway house management curriculum. Where resources are lacking, outside assistance could be solicited; e.g., supplementary guest lectures or field trips. Cooperative arrangements with halfway house or related facilities, consisting of on-site learning opportunities for students, could also serve to lessen the burdens of expenditures for instructional resources.

Step. 5. Develop Curriculum

At this point, it will be appropriate to determine the curriculum objectives and course progression, instructional materials, and methods and modes of instruction to be used in teaching students the necessary competencies to function as halfway house managers. Curriculum advisory committee input is most important during this phase of the curriculum planning process. Suggested curriculum options for halfway house management are presented in Chapter IV. Dependent on institutional resources, area or regional competency requirements, and anticipated student interests and qualifications, one or a combination of the curriculum options may be selected. Curriculum and coursework content may then be modified or expanded to address curriculum objectives

[1] From Johnson County (Kansas) Community College, Office of Institutional Research. "Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technician."

Figure 1.
1978-1983 Regional Employment Requirements for Halfway House Resident Manager (Statewide Total = 300)



and unique service area and institutional requirements. Other curriculum materials obtained from existing programs or related agencies and organizations are abstracted in Chapter VI. These materials may be of further use in determining the appropriate curriculum and will be available for local review from the East Central Curriculum Coordination Center in Springfield.

Once the curriculum has been outlined and course objectives established, appropriate instructional materials for achieving the objectives will need to be identified. This process can be facilitated by reviewing the abstracts of instructional materials presented in Chapter VI. The abstracts should be reviewed with the following considerations in mind:

- Relationship of the material to course objectives
- Consistency of the material with mode and methods of instruction
- Compatability of the material with students' anticipated levels of achievement
- Effectiveness of the material in presenting information
- Cost-effectiveness of the material

Selection of materials for instruction should of course be preceded by a critical review of the actual documents, materials, etc.; however, alternatives may be narrowed down by examining abstracts contained in Chapter VI. A majority of the materials abstracted have been procured and will be made available by DAVTE to local educators for further review, preview and assessment of learning possibilities.

The steps outlined in the foregoing discussion represent an approach to curriculum development that relies heavily on the developmental efforts of others. However, it is not suggested that an existing curriculum be adopted in whole without giving due consideration to the transferability of such components as regional employer requirements, student needs, and resource and institutional requirements. The value of a curriculum advisory committee in addressing these considerations has been stressed throughout the curriculum development process. If the recommended steps are taken in the planning and development of the curriculum, the guide may serve to eliminate duplication of effort and as such can represent a cost-effective approach to curriculum development.

III. JOB DESCRIPTION

The following is a description of the job duties and typical employers of halfway house managers. The information is intended for use during two discrete steps in the curriculum planning process. First, it can serve as a guide when contacting employers and students to determine employment opportunities for halfway house managers and student interest in enrolling in a halfway house management curriculum. Secondly, the general information on job duties and competencies presented here can be reviewed, modified and refined by employers and advisory committee members so as to ensure that the curriculum will be responsive to the specific halfway house management occupational skills and knowledge required in the service area.

As a member of a rehabilitative team, the halfway-house manager is responsible for the operation and maintenance of a community-based residence for alcoholic, drug abusive, mentally ill or developmentally-disabled clients. Three primary functions characterize a house manager position: administrative, direct client services and community relations. Whether the house manager lives in residence or off-site dictates to some extent the emphasis each function receives. The resident manager is likely to concentrate more heavily on the provision of direct services and possibly less on the administrative or community relations aspects. A house manager not living on the premises may be responsible for the management of several homes and the supervision of staff in residence; such a person would be charged with more administrative duties and would be responsible for less direct client contact.

There is a wide range of administrative responsibilities associated with a halfway house manager position. Fulfillment of these responsibilities requires the hiring and the supervision of support staff; the formulation of a budget and efficient management of house finances in conformance with the budget; planning and coordination of ancillary services (psychiatric or psychological care, medical and dental care, vocational services, avocational services, aftercare and other social services); maintenance of records on individual residents (background data, program plan, progress reports, etc.) and the program itself (budget, personnel, etc.); submission of reports to the governing or sponsoring agency, advocation of client rights; and the enforcement of conformance with governing standards, building codes and safety regulations. A halfway house manager may also participate in policy development, such as those directly related to house rules, personnel policies, community entry strategies, client services emphases and community linkages. This is particularly applicable if the manager is involved in the establishment of a new community residence. In addition to the above duties, the house manager involved in planning a new residence may be responsible for forming an operating organization, selecting the client type, planning the residential structure, getting the use of the facility approved by the zoning board, establishing sources of funds and drafting a comprehensive program statement (Budson, 1978, 9. 141).

The delivery of direct client services requires the ability to relate effectively to clients. The house manager assists clients in mastering the skills needed in entering and living harmoniously in society, and which enable them to function as contributory, integral parts of society. This may occur through the development of individual program plans for each of the residents, with support staff being responsible for the implementation of the plans. A major responsibility in the provision of direct client services is crisis intervention. In performing his/her daily functions, the house manager may be faced with a variety of situations to which she/he must be prepared to respond in a calm, intelligent manner. Examples would include a staff/client conflict, a client wanting to leave the program prematurely or a violent outburst on the part of a client. At times the house manager is also required to demonstrate skills in first aid.

Community relations is a vital aspect of the halfway house manager's job. He/she is responsible for establishing and maintaining a good rapport with neighbors and the surrounding community. In gaining community support, the house manager must work as a liaison between the community and the halfway house. Integration of the halfway house into the community requires a significant amount of public relations work, which includes making presentations at public hearings to citizens who may have expressed concerns about, or opposition, the establishment of the community residence.

In view of the critical nature of the responsibilities and job functions of a halfway house manager, a demonstrable level of maturity is required to be successful and effective in fulfilling them; for this reason, employers often stipulate an age requirement. As an example, the Illinois Department of Mental Health and Developmental Disabilities requires that program coordinators and house managers of community living facilities under their jurisdiction be at least twenty-one years of age.

Typical employers of halfway house managers are private, nonprofit community agencies which provide residential training services to alcoholics, drug abusers, the developmentally disabled and the mentally ill. The agency may provide other services such as manipulative skills training in a number of selected vocations and provision of associated technical knowledge and communication skills in areas such as mathematics, the social sciences, reading and writing. Efforts are generally made by the halfway house managers to design and program specific courses and activities for each of the halfway house residents.

In some cases halfway house managers are self-employed and under contract with a governmental agency to provide services to designated or referred clients in exchange for program funding. A halfway house may also be part of a network of community residences and vocational rehabilitation and pre-vocational day programs, in which case the house manager would be employed by and responsible to the coordinating agency.

IV. CURRICULUM APPROACHES

Information on the structure of halfway house management curricula and the content of specific courses designed to provide students with the various skills and technical knowledges necessary for employment as halfway house managers is described in the following material. The curriculum structure and content reflect alternative approaches for halfway house manager preparation. Each alternative is presented for consideration in light of institutional resources and service area needs; each is intended to serve as a framework to guide in developing halfway house management curricula within Illinois.

A nationwide survey of State vocational education directors, vocational educators, relevant national associations and State, Federal and Local agencies revealed only one existing post-secondary curriculum specifically designed for the vocational preparation of halfway house managers. This curriculum, offered at Northern Essex Community College in Haverhill, Massachusetts, evolved from a two-year course of study in mental health technology and has been in operation for one year. The approach taken is to offer students a certificate upon completion of the course requirements and clinical practicums, with an option to continue working toward an associate degree in Mental Health Technology.

A number of related curricula exist in mental health technology and human services which maintain a broader purpose in instructing students. Mental health technology curricula are designed for persons interested in middle-level professional positions at mental health facilities. Human services curricula prepare students for work in the fields of mental health, social services, probation and drug abuse. Community colleges or technical institutions offering these types of curricula in addition to business management or supervision courses have the resources considered appropriate for instructing students in halfway house management. Through a merger of the two curricula and the addition of a few specialized courses, an effective course of study may be developed expeditiously.

Two approaches at the post-secondary level for preparing halfway house managers are detailed in the following sections: an associate degree curriculum and a certificate curriculum. The suggested plan of study for each alternative approach is based on information obtained from the survey of community colleges and knowledgeable persons in the field. They are described in terms of the necessary coursework and clinical experience for completion of curriculum requirements, the number of semester credits associated with each course and descriptions of course content.

Associate Degree Program

The curriculum approach presented below is a two-year course of study comprised of four semesters of coursework and a summer semester internship. Due to the lack of associate level curricula in halfway house management, the suggested course of study is based on information received from the following sources:

- practitioners and administrators in halfway house management;
- consultants to halfway house programs;
- administrative officers of relevant professional associations;
- previous studies on halfway house management and occupational training; and
- authoritative texts and training materials in the field.

A review of this information revealed that the basic knowledge and skills required of halfway house managers are already being provided in courses commonly offered by community colleges and technical institutes. By judiciously selecting from course offerings in mental health technology, human services and business management and supervision, the associate degree curriculum which follows was developed. Four additional courses were designed specifically for halfway house management, and they are shown within the curriculum.

Business and Management Courses	Semester Credit Hours
Business Math	3
Financial Management and Budgeting	3
Functions of Management	3
Organization Management	3
Human Relations	3
Courses Relating to Direct Client Services	
Orientation to Halfway House Management	1
Introduction to Psychology	3
Human Growth and Development	3
Group Dynamics	3
Behavioral Teaching Methods	3
Behavior Change Strategies	3
* Alcohol and Drug Abuse	3
or	
* Developmental Disabilities	(3)
or	
* Mental Hygiene	(3)
Selected Applications: Halfway House Management	3
Halfway House Management	3
Internship in Specialty Area	6

Related Courses	Semester Credit Hours
Introduction to Criminal Justice	3
First Aid and Safety	2
Nutrition	3
Recreational Leadership	2
General Education Courses	
Effective Communication or Group Discussion, Public Speaking, Debate	3
Technical Report Writing or English Composition	3
Natural Science elective, such as Genetics, Physiology, Anatomy, Biology	3

* Students enrolled in the curriculum choose a specialization in one of three areas: alcohol and drug abuse, developmental disabilities or mental health. Consequently, they are required to take one of the courses indicated by an asterisk that corresponds to their specialty area. In addition, the "selected applications" course is individually tailored to each student's specialization.

Sociology elective, such as Social Problems, Juvenile Delinquency, Introduction to Sociology	3
Humanities elective, such as Foreign Language, Art, Music, Literature	3
Total Credits:	71-77

Business Math. This course is a programmed presentation of the fundamentals of mathematics as applied in business situations. Emphasis is on computing payroll and taxes, calculating interest, determining depreciation on assets and computing statistical averages and percentages. In addition, the course introduces methods of determining federal income tax and the mathematics of insurance.

Financial Management and Budgeting. In this course, students explore modern business financial and budgeting systems. Topics covered include risk, asset planning and management, financial planning models, budget construction and implementation.

Functions of Management. The purpose of the course is to develop an understanding of management functions, including planning, organizing, directing, controlling and coordinating. This is accomplished through the use of on-the-job situations and simulations.

Organization Management. This course is the study of various types of social and economic organizations and their management and control. Topics include employer and employee relations, personnel management, sources of business information and capital structure.

Human Relations. This is the study of interpersonal relationships, particularly among co-workers. Emphasized are the personality factors involved in daily human relationships, the basis of personal efficiency and techniques for effective communication.

Orientation to Halfway House Management. Presented in this course is an overview of the job functions of a halfway house manager in the four specialty areas of alcoholism, drug abuse, developmental disabilities and mental illness. Students are provided the opportunity to become familiarized with the settings in which halfway house managers work. They visit and observe the various types of halfway houses in order that they may make more informed decisions in choosing a specialty area.

Introduction to Psychology. This introductory course considers the nature of personality, including defensive and coping behavior, attitudes and beliefs, hereditary and cultural factors. Also considered are the nature of intelligence, learning functions, thinking and creative behavior, measurement of individual differences, drives, motivation and emotions. The course provides a basis for advanced courses in psychology.

Human Growth and Development. This is the study of human physical growth and psychosocial development from conception through adolescence. Emphasis is upon relevant knowledge of factors which interact during the various stages of development, including the influence of social institutions. Included is a laboratory observation session appropriate to the context of the course.

Group Dynamics. This course provides a basis for understanding the group process and leading group sessions. It defines the various types of groups and describes the dynamics of group life including the nuances of group pressure and group conflict. In addition, theories of leadership and group leadership styles are considered.

Behavioral Teaching Methods. Emphasis of this course is placed on the application of behavioral principles. Students observe, practice and demonstrate competence in required skills, including reinforcement, prompting, fading, shaping, extinction and overcorrection. Behavioral observation and data collection are also treated. The course includes supervised experience in an approved service setting.

Behavioral Change Strategies. This is an advanced course in behavioral teaching. The student develops the ability to analyze a skill in terms of its component parts and program teaching for a targeted behavior change, solve problems arising during training and plan and implement complex strategies for behavior change. Students are introduced to technical literature and the professional journals related to behavioral teachings.

Alcohol and Drug Abuse. A study of alcoholism and drug abuse, their effects on the individual and their social consequences are presented. Emphasis is on recognizing symptoms and current approaches to dealing with the problems. Available community services for alcoholics and drug abusers are also discussed.

Developmental Disabilities. This course defines developmental disabilities and identifies the various types of handicapping conditions included in the term. Discussed are the concepts of normalization, deinstitutionalization and the developmental approach.

Mental Hygiene. This course is a survey course designed to cover basic fundamentals of mental health. The concept of "normalcy" and prevalence of mental illness are stressed. It provides an introduction to the neuroses and psychosomatic disorders. Diagnoses, etiology and approaches to therapy are included, as well as the developmental aspects of a healthy personality.

Selected Applications: Halfway House Management. This course is designed to give students a more in-depth study of their specialty area(s). In an individually-tailored program, students research a selected topic or design and conduct a project in consultation with the instructor.

Halfway House Management. Topics addressed in this course relate specifically to practical issues involved in managing community residences. They include ethical and legal issues in behavior change, client rights, client advocacy, maintenance of client records, legalities of establishing and operating a halfway house and the building codes, safety regulations, zoning ordinances and agency standards which affect the management of halfway houses.

Internship in Specialty Area. Students gain practical experience in halfway house management and client service delivery through a semester's internship in a community residence within their specialty area. Under direct supervision by resident managers and house directors, students receive on-the-job refinement of theories and techniques learned in the classroom. It is recommended that this internship be completed during the summer of the students' first year so that they can receive early exposure to the type of setting and job duties associated with the house manager position.

Introduction to Criminal Justice. This course describes the administration of justice in the U.S. with a general overview of the total system; functional areas of the Criminal Justice System; role of police, courts and corrections; nature of law;

and interrelation of various components that form the system.

First Aid and Safety. This course provides training in emergency first aid in the case of accident or sudden illness in the home, school and community. In addition to the standard practical skills in first aid, instruction is provided in cardiopulmonary resuscitation. Upon fulfillment of the necessary requirements, students receive the standard American Red Cross Certification and CPR Certification in basic life support.

Nutrition. This course focuses on the basic concepts of food nutrients and well-balanced diets. Discussion includes the chemistry of foods and the nutritional needs of normal individuals of all ages.

Recreational Leadership. The purpose of this course is to provide students with a working proficiency in the areas of recreation. Emphasis is centered on a coordination of practical lab experiences in which the student has an opportunity to perform a wide variety of recreational skills and a classroom portion discussing the principles of recreation leadership.

Certificate Program

As indicated earlier, Northern Essex Community College offers a one-year curriculum which prepares students for positions as managers of community residences for developmentally disabled and mentally ill clients. Much of the coursework was drawn from the existing associate level curriculum in mental health technology with the development of several additional courses unique to halfway house management. The curriculum places significant emphasis on clinical experience. Through a pre-enrollment screening process, students are "matched" to a clinical halfway house setting and begin working there twelve hours a week at the onset of the program. Students obtain direct practicum experience in the same residential setting until the certificate requirements are satisfied. An option exists for students to continue study and work toward an associate degree in the mental health technology program.

The certificate level curriculum offered at Northern Essex Community College and associated course descriptions are presented below. This course of study pertains specifically to the management of halfway houses for the developmentally disabled and mentally ill. Therefore, if a survey of current employers and job opportunities should reveal the need for managers of halfway houses for alcoholics and drug abusers, this curriculum will require some modification or expansion; this would depend upon whether a different classification of services were to be emphasized, or whether an all-inclusive type of halfway house curriculum was to be planned. With the addition of courses focusing on alcohol and drug abuse, and the provision of practicum experiences in those areas, the vocational preparation may be made fully comprehensive, and thus fulfill identified employer needs, and also provide enrollees in the curriculum with a wider range of employment opportunities.

Courses Relating to Direct Client Services	Semester Credit Hours
Introduction to Mental Health	3
Management of Community Residence: Health, Safety, Nutrition	3
Observation and Recording the Mental Health Programs	1
Group Dynamics	3
Mental Health Practicum in Residential Services I	4
Behavior Management Techniques	3
Mental Health Practicum in Residential Services II	4
General Education Courses	
English Composition I	3
English Composition II	3
Introduction to Psychology	3
Mathematics of Finance	3

Introduction to Mental Health. This course provides an introduction to the history of psychiatry, current trends in mental health, mental retardation, the mental health team, prevention of mental illness and the role of the mental health technician. Consideration is given to diagnostic evaluation, establishing contact with patients and families and techniques of interviewing.

Management of Community Residence: Health, Safety and Nutrition. The course represents an in-depth analysis of how best to provide for the medical, nutritional and safety needs of individuals in community residence. Topics covered include activity of daily living skills; accident prevention; use of emergency first aid techniques; food preparation, purchasing and menu planning as it relates to normal nutrition; the role of the house manager in detecting problems or illness; working with community resources in health problems and handling chronic health problems of residents.

Observation and Recording of Mental Health Programs. A preliminary investigation of programs in mental health and in varied institutional settings is made in this course. Defined areas of mental health and mental retardation are observed and recorded. These observations are discussed in seminars held throughout the semester. The courses consist of four practicum hours per week.

Group Dynamics. The course aims to help students realize their potential for growth more fully and increase their ability to work effectively with others in a variety of situations. Students learn how groups work and how individuals function within groups by forming a group for this purpose. Phases of group development, communication and group performance are experienced and discussed.

Mental Health Practicum In Residential Services I. This is a practicum in selected community residences for the mentally ill, emotionally disturbed and mentally retarded. Under supervision, students give direct services to residents individually or in groups and assist residents in money management, house management and household maintenance. One class hour and twelve practicum hours per week are required.

Behavior Management Techniques. This course seeks to acquaint students with the application of principles of instrumental learning theory to the problems of human behavior. Focus is on an approach to patient management problems and practical techniques for helping patients function better in the community. Content includes the analysis of behavior, reinforcement of behavior, point or token system, shaping process, ethical issues and future trends in behavior therapy.

Mental Health Practicum in Residential Services II. This represents a continuation of Practicum I but with a greater involvement in activities of a house manager. The course consists of one class hour and twelve practicum hours per week.

A certificate curriculum can be designed from an associate degree curriculum utilizing courses which respond to employer demand for skilled personnel and the expressed interests of the student population. Such a curriculum would be particularly suitable in service areas where interested students are graduates of a secondary curriculum in business education or distributive education with an emphasis in junior executive training. This type of secondary educational background would facilitate articulation to a certificate curriculum in halfway house management.

Based on the associate level curriculum presented in the previous section, a course of study leading to a certificate degree is presented below. Such a curriculum would provide a student with many of the competencies necessary to function independently as a halfway house manager. However, it would be necessary for graduates to work under skilled supervision and be provided with on-the-job training over a length of time prior to assuming responsibilities similar to those of associate degree halfway house management graduates. Prior to implementing a program of this nature, it will be necessary to establish the need for and employer willingness to hire individuals with the limited competencies required through the certificate curriculum.

Courses Relating to Direct Client Services	Semester Credit Hours
Orientation to Halfway House Management	1
Behavioral Teaching Methods	3
Behavior Change Strategies	3
* Alcohol and Drug Abuse	3
or	
*Developmental Disabilities	(3)
or	
*Mental Hygiene	(3)
Selected Applications: Halfway House Management	3
Halfway House Management	3
Internship in Specialty Area	6
General Education Courses	
Business Math	3
Financial Management and Budgeting	3
Human Relations	3
Effective Communication	3
Technical Report Writing	3
Total Credits:	37

Note: Course descriptions may be obtained from the previous section.

* Students enrolled in the curriculum choose a specialization in one of three areas: alcohol and drug abuse, developmental disabilities or mental health. Consequently, they are required to take one of the courses indicated by an asterisk that corresponds to their specialty area. In addition, the "Selected Applications" course is individually tailored to each student's specialization.

Discussion

The foregoing presentation focused on two approaches in the post-secondary level for the vocational preparation of halfway house managers. The course of study leading to a certificate degree represents the only identified curriculum in halfway house management; the associate degree curriculum is a synthesis of selected courses commonly offered in community colleges and technical institutes, with the addition of four courses tailored specifically to halfway house management.

For adults who are employed within the structure of halfway house management, and who desire to maintain and further improve their skills and knowledge in the field, major professional organizations in the nation offer considerable assistance in the area of in-service growth programs. Short-term training institutes and training programs represent such a form of instruction in halfway house management. The National Training Institute, under the auspices of the International Halfway House Association conducts a five-day training course for practitioners involved in managing community residential treatment centers. Although training is specifically designed for correctional halfway house managers, many of the topics are applicable to halfway house management in general. For example, the training program covers such topics as decision-making and problem-solving skills, management by objectives, designing treatment programs, staff development, accreditation, assessment and regulations affecting halfway house operation. The Halfway House Federation of Wisconsin provides similar services by conducting three-day workshops throughout Wisconsin. The National Center for Alcohol Education under contract with the National Institute on Drug Abuse and Alcoholism developed several training courses. The courses treat various aspects of the job functions of alcohol service professionals, such as programming community resources, coordinating volunteer services, management skills and counseling alcoholic clients.

There has been some question as to the required level of education that may be deemed appropriate for halfway house managers. In some of the cases reviewed job qualifications specify a Bachelor's or Master's degree in a behavioral science; other job qualifications specify only that appropriate training and experience are necessary. In the latter situation the task of determining what is appropriate becomes the employer's responsibility. Up to the present time those employed to manage halfway houses typically have not been trained for work specifically in that field. Some house managers are graduates of four-year college programs that are tangentially related to halfway house management, such as psychology, social work or sociology. While these types of curricula may provide a strong theoretical background in the psychosocial development and adjustment of individuals, they do not deal with the administrative, fiscal and practical aspects of halfway house management. It is unlikely that four-year institutions will develop and adopt a curriculum tailored to the needs of managers of community residences given the level of specificity required by such a course of study. Further, it is unlikely that graduates of a four-year program will be attracted to an occupation which would not utilize all their acquired competencies.

Noted experts in the field of halfway house management have indicated that a four-year degree is not a prerequisite

for being an effective and qualified house manager. However, the fact remains that some employers require this type of degree. It is imperative, therefore, that an institution considering the establishment of a one- or two-year curriculum in halfway house management verify the job competencies and educational requirements through field contact with potential employers of halfway house managers and with related agencies involved in the provision of services to the client populations. This procedure would provide curriculum planners with the necessary information for determining whether graduates of a one- or two-year program would be competitive in the regional job market.

V. RESOURCE REQUIREMENTS

Presented in this chapter are the resources required to implement a curriculum in halfway house management. The first section outlines the composition of a curriculum advisory committee, which is an essential component of curriculum development and maintenance. This is followed by discussions of the facilities and equipment and instructor resources needed to implement a curriculum in halfway house management. These two sections will be useful in (1) determining whether an institution possesses the resources essential to the establishment of a halfway house management curriculum and (2) planning for the acquisition of needed resources.

Curriculum Advisory Committee

Though a curriculum advisory committee performs almost entirely in an advisory capacity, its input to program development and maintenance is often critical. As noted in Chapter II, the advisory committee participates in most of the curriculum development process. Once a curriculum is established the committee continues to provide support by assisting in cooperative arrangements and job placement, reporting developments in the field which require curriculum modifications, evaluating the performance of graduates and recommending curriculum modifications based on the evaluation, and serving as a link between the school and the community.

Advisory committee membership should represent the various disciplines which contribute to and those agencies which benefit from halfway house management. Representatives from funding agencies, employers and halfway house managers are desireable on a committee. Additionally, if consistent with institutional policy, faculty from the business administration and social sciences should be represented on the committee. After the curriculum has been operational, a graduate of the halfway house management curriculum and a student should be invited to serve on the advisory committee. Typically, membership ranges from six to twenty representatives; however, eight to twelve should be considered a reasonable size for a committee. The following list identifies potential representatives for a halfway house management curriculum advisory committee.

- Business Administration Faculty
- Social Sciences Faculty
- Halfway House Managers
- Students
- Psychologists
- Lawyers
- Representatives of State, Federal and private funding agencies
- Representatives of State and local agencies of mental health, developmental disabilities, alcoholism and drug abuse
- Social Workers
- Representatives from community agencies and associations providing related services to the client populations (Community Mental Health Facilities, Alcoholics Anonymous, Crisis Centers, Association for Retarded Citizens, etc.)
- Representatives from training institutes in the four areas

Facilities

Because the halfway house management curriculum draws so heavily upon existing curricula (business management, mental health technology, human services, etc.) for much of its coursework, additional classroom facilities and teaching aids are only required for courses not currently being offered.

The practicums or internships, however, necessitate coordination with community residences and facilities which deliver services to alcoholics, drug abusers, the mentally ill and the developmentally disabled in order to provide students with the very essential clinical experiences. Appropriate settings must be identified and arrangements made with the residential facility or agency personnel for the proper supervision and instruction of students. Ideally, the clinical setting to which students are assigned should be very similar, if not identical to actual employment settings; i.e., halfway houses. If an insufficient number of halfway house settings is available for student placement, related agencies such as community mental health centers, day programs, crisis centers and State institutions may be utilized.

Instructor Qualifications

Since a curriculum in halfway house management consists mainly of courses derived from existing curricula offered in the educational institution, the supply of qualified individuals to teach the courses presents little if any problems. Institutions developing halfway house management curricula may utilize the current instructors of those courses which are shared with other curricula. Coursework unique to halfway house management may require instructors with strong experiential backgrounds in some aspect of community residence operation. Experience in establishing, administering or conducting halfway houses may qualify an individual as an instructor; persons with counseling or psychotherapeutic responsibilities for halfway house clients may also be considered candidates for faculty assignment.

Because of the broad and comprehensive responsibilities of halfway house management and the variety in the client populations to be served, a curriculum could benefit significantly from the utilization of instructional personnel in related fields. Some of the resources available in terms of course instruction exist in the following areas: psychology, psychiatry, sociology, social work, vocational rehabilitation, therapeutic recreation, special education, pharmacology, speech pathology and physical therapy. Knowledgeable persons from these and other fields may be invited to participate as guest lecturers. Whether employed as regular instructional staff or as invited speakers, appropriate inclusion of these professionals in teaching activities enhances the quality of instruction by providing the students additional insight and a broader perspective of the topics under consideration.

VI. ABSTRACTS OF CURRICULUM MATERIALS

This chapter contains abstracts of curriculum and instructional materials that were identified during the process of procuring curriculum information from halfway house associations and affiliated groups and agencies nationwide. Two types of curriculum resources are presented initially: a digest of training in halfway house management through the National Manpower and Training System and Illinois State guidelines for residential facilities for the developmentally disabled. These can be used as supplements to this guide in planning and developing a halfway house management curriculum.

Abstracts of instructional and learning materials follow. These include texts, references, resource materials and training packages — all of which provide a good foundation for the coursework related specifically to halfway house management. Supplementary materials, such as journals and periodicals, provide a viable resource for instruction. A list of relevant journals and periodicals is presented in Appendix D.

While the instructional materials presented in this guide serve as a base in terms of available instructional materials, the reader is advised to keep informed of new developments in the ever-changing field. Reading current literature; e.g., journals or newsletters, is one means of keeping informed. Additionally, by maintaining close contact with curriculum advisory committee members and employers of graduates of the halfway house management curriculum, instructors will be able to adapt their programs of instruction to keep in step with advancements in the field.

CURRICULUM MATERIALS

Title: NATIONAL MANPOWER AND TRAINING SYSTEM: SOURCE BOOK SEPTEMBER 1978 - JUNE 1979
Publisher: National Institute on Drug Abuse
Division of Resource Development
Manpower and Training Branch
5600 Fishers Lane
Rockville, MD 20857
Stock No.: DHEW No. (ADM) 78-768
Year: September, 1978
No. of Pages: 159
Cost: No charge

This source book is the sixth in an annual series describing the National Manpower and Training System (NMTS) of the National Institute on Drug Abuse. Its primary purpose is to provide current information on training available through NMTS. The first section of the book provides an overview of the history and structure of the NMTS. This is followed by descriptions of courses prepared by the National Drug Abuse Center and the National Center for Alcohol Education. The courses, which generally consist of a trainer's manual, trainee manuals, related readings and audiovisual materials, are available for use by interested individuals. (Two of the courses described in the source book, *Management Skills* and *Programming Community Resources*, are abstracted in this chapter.) Also included are listings by State of available training programs, schools which offer or have offered programs in alcohol studies, and a Federal agency resource list.

PROGRAM DIGEST

Title: COMMUNITY LIVING FACILITY GUIDELINES
Publisher: Illinois Department of Mental Health and Developmental Disabilities
Division of Developmental Disabilities
State Office Building
Springfield, IL 62706
Year: November, 1976
No. of Pages: 47
Cost: No charge

This document contains a set of guidelines for adult community living facilities in Illinois. Guidelines address program and facility requirements: program activities, responsibilities of the facility, record keeping, program approval procedures and resident eligibility and approval. Also included are guidelines for program quality assurance; e.g., staff qualifications, inservice training and program monitoring. Fiscal responsibilities of divisional and regional staff, as well as the community living facility, are outlined. Appended are relevant reporting forms, such as attendance and services summary report, CLF Program Plan form, Program Service sheet, Resident Information form, Transmittal Verification, and a summary table of required forms. Billing instructions and general definitions are also appended.

STATE GUIDELINES

Title: GUIDELINES FOR RESIDENTIAL FACILITIES SERVING DEVELOPMENTALLY DISABLED RESIDENTS: PROGRAM GUIDELINES FOR CHILD CARE INSTITUTIONS
Publisher: Illinois Department of Mental Health and Developmental Disabilities
Division of Developmental Disabilities
State Office Building
Springfield, IL 62706
Year: July, 1977
No. of Pages: 93
Cost: No charge

This document outlines guidelines for private agencies providing residential services to developmentally disabled children and adolescents. The guidelines are based on relevant State agency standards and information obtained from individuals involved in the monitoring of child care institutions or the provision of direct services to residents. The purpose of the document is "to establish the standard care that the Department of Mental Health and Developmental Disabilities desires to purchase from private agencies." As such, the set of guidelines is a useful reference for those planning to work in facilities serving developmentally disabled residents. The following program components are addressed by the guidelines:

- Administrative Policies and Practices
- Residential Program Services
- Programs to Weaken Behavior, Restraints and Seclusion
- Records
- Safety, Sanitation and Design and Equippage of Living Units
- Research
- Administrative Support Services

Included in the appendices are descriptions of behaviors for various skill areas and a glossary of related terms.

STATE GUIDELINES

INSTRUCTIONAL MATERIALS

Title: AS CLOSE AS POSSIBLE: COMMUNITY RESIDENCES FOR RETARDED ADULTS
Authors: Bruce L. Baker, G.B. Seltzer, & M.M. Seltzer
Publisher: Little, Brown and Company
Waltham, MA 02154
Year: 1977
No. of Pages: 265
Cost: $12.50 (Hardback)
$ 8.95 (Paperback)

This book reports the results of a descriptive study of alternative residential models for retarded adults. The study involved a survey of 381 community residences across the nation, supplemented by 17 on-site visits. According to the authors, "the detailed program descriptions should be of interest to parents, planners, house managers, and other professionals who are advocating for similar services." The following residential models are described: group homes, protected settings, training programs, semi-independent apartments and comprehensive systems. In addition to providing descriptive data resulting from the survey, the book analyzes some of the more critical issues raised throughout the book, such as house sponsorship and staffing, the concept of community programs and how parents should choose a community residence.
TEXT OR REFERENCE

Title: HALFWAY HOUSE ALCOHOLISM PROGRAMS: ADMINISTRATION AND PROGRAMMING
Authors: Margaret Rudolf and Diane Fontane
Publisher: Association of Halfway House Alcoholism Programs of North America, Inc.
786 East 7th Street
St. Paul, MN 55106
Year: 1975
No. of Pages: 104
Cost: $6.00

"This manual is so designed as to act as a guide in the establishment of new halfway house alcoholism programs, and to assist in the continual upgrading of existing programs in areas of administration and programming. The manual has been field tested within, and has been positively received by halfway house personnel. An effort to keep it simple and effective has been made. It is hoped that the reader will find this material educational and informative in the teaching and training of future halfway house personnel; useful for members of the board of directors; and that it offers insight to interested community resources and the general public as to the true nature of the halfway house alcoholism field." (Excerpted from authors' Foreword.) While the emphasis of this manual is on alcoholism programs, much of the information is generalizable to the operation of any halfway house. Rather detailed information is included on such fundamental steps as incorporating the halfway house, choosing a name and corporate seal, developing an organizational structure, establishing a board of directors, setting personnel policies and developing forms for such purposes as accountability, admissions, referral purposes, waiver agreements, record keeping and resident contracts. Other topics which receive considerable attention include fiscal accountability, in-service training programs and the development and implementation of an operational philosophy. The manual would be an extremely valuable reference for someone currently managing a halfway house or about to begin their first job as a halfway house manager.
TEXT OR REFERENCE

Title: THE HALFWAY HOUSE MOVEMENT: A SEARCH FOR SANITY
Authors: Harold L. Raush and Charlotte L. Raush
Publisher: Appleton Century Crofts
New York, NY 10016
Year: 1968
No. of Pages: 247
Cost: $18.95

This describes the beginning, structures, operations and future of halfway houses. The information presented is based on a 1963 nationwide survey of 40 halfway houses. All of the halfway houses included in this survey were serving former mental patients. As described by the authors, "The model resident of the model halfway house is an ex-hospital patient, at one time diagnosed as schizophrenic." Despite the singular orientation towards halfway houses serving former mental patients, *The Halfway House Movement* provides the reader with valuable information pertinent to the establishment and operation of a halfway house, regardless of the particular type of residents which it serves. The authors do an excellent job of describing the variation among halfway houses in terms of their structures and operations. They assume no background on the part of the reader concerning halfway houses, and as such the book provides a good orientation to the history and early operation of the halfway houses in the United States.
TEXT OR REFERENCE

Title: THE MENTALLY ILL IN COMMUNITY-BASED SHELTERED CARE: A STUDY OF COMMUNITY CARE AND SOCIAL INTEGRATION
Authors: Stephen P. Segal and Uri Aviram
Publisher: John Wiley and Sons, Inc.
One Wiley Drive
Somerset, NJ 08873
Year: 1978
No. of Pages: 337
Cost: $19.95

This book is an attempt to describe what life is like for the mentally ill in community sheltered care and to offer some insight into the factors that may help move the system toward offering better care. The findings offered on community care of the mentally ill reported in this study are taken primarily from the situation in California. The findings and insights are not, however, likely to be unique to California. Rather, they may be used to develop an understanding of the mentally ill and community-based sheltered care facilities throughout the United States or wherever a similar move toward community-based care for the mentally ill is being made. The vivid description of the lives of typical sheltered care recipients makes this work a valuable tool for understanding the types of facilities they live in, their communities, the services they receive, the medication, their legal safeguards and their daily social life. As implied by the title of this book, its contents cover the full spectrum of community-based sheltered care. Halfway houses are discussed in comparison to other sheltered care facilities. The book is intended for use by mental health professionals, students, advocates and policy makers.
TEXT OR REFERENCE

Title: THE PSYCHIATRIC HALFWAY HOUSE: A HANDBOOK OF THEORY AND PRACTICE
Author: Richard D. Budson
Publisher: University of Pittsburgh Press
127 N. Bellefield Avenue
Pittsburgh, PA 15260
Year: 1978
No. of Pages: 278
Cost: $10.95

"This book is intended to be a handbook for a wide spectrum of citizens involved in developing community residence programs for the mentally ill. Likely readers include all those who are planning or operating individual community residences or regional programs. The book comprises three parts. The text addresses the community residence initially as a concept, because all planning and structure must follow from a sound theoretical base. Thus, a serious effort is made in the first part to describe a comprehensive theoretical rationale and ideology. Next, the book relates ideology to a potential network of community residences when viewed from the perspective of state and local government. The issues discussed include quality control as set out in regulatory standards; the adoption of safe and suitable building codes; the establishment of minimum standards for the self-preservation of the inhabitants; and existing zoning laws as they relate to the problem of community entry. Finally, the book addresses the community residence as a singular entity, with its own set of developmental and clinical management problems." (Excerpts from Author Preface.)
TEXT OR REFERENCE

Title: NATIONAL TRAINING INSTITUTE ON COMMUNITY RESIDENTIAL TREATMENT CENTERS
Compiled by: National Training Institute
International Halfway House Association
2525 Victory Parkway
Cincinnati, OH 45206
No. of Pages: 195

This series of papers is a resource for participants in the basic training programs conducted by the National Training Institute. Though primarily designed for administrators and managers of community residential treatment programs for criminal justice clients, many of the topics are generalizeable to halfway houses for other types of clients, for example:

- Managing Material Resources: Funding and Financing Community Programs
- Setting Fiscal Policies
- Personnel Practices
- Human Communication
- Management by Objectives as Decision-Making
- An Overview of Treatment Theory and Practice in Halfway House Programs
- An Introduction to Evaluation Research

Selected papers may serve as useful readings for halfway house management students or instructors.
RESOURCE MATERIALS

Title: MANAGEMENT SKILLS
Author: National Center for Alcohol Education
National Institute on Alcohol Abuse and Alcoholism
Publisher: U.S. Government Printing Office
Washington, DC 20402
Stock Nos.: 017-024-00819-2 (Trainer Manual)
017-024-00818-4 (Participant Workbook)
Year: 1978
No. of Pages: 224 (Trainer Manual)
179 (Participant Workbook)
Cost: $4.50 (Trainer Manual)
$3.75 (Participant Workbook)

"Management Skills is a basic course intended to refresh and/or update the managerial skills of supervisors, managers, and program directors in the alcohol field. The 40-hour training program:

- is designed for alcohol field supervisors, managers, program directors;
- explores group dynamics, planning and management, board relations, program assessment personnel, supervision and evaluation, funding and financial record keeping, and decision-making;
- relies on small group experiential activities including discussion, problem-solving, and role plays with emphasis on sharing and analysis of participant work experience in the field;
- requires a trainer with at least one year's training experience, expertise in small group techniques, and some background in management; an additional trainer is recommended when conducting more than two days of training;
- includes the Trainer Manual, Participant Workbook, and several resource and reference books;
- can be conducted for 10 to 20 participants;
- requires a meeting room to accommodate participants comfortably and space for small group work, flipcharts, videotape equipment (optional), and duplicating facilities for handouts and evaluation instruments;
- is designed in 16 sessions which range from 45 minutes to 3 hours duration;
- can be modified or adapted to meet local training needs."

(Description from Program Brochure)
TRAINING PACKAGE

Title: PROGRAMMING COMMUNITY RESOURCES
Author: National Center for Alcohol Education
National Institute on Alcohol Abuse and Alcoholism
Publisher: U.S. Government Printing Office
Washington, DC 20402
Stock Nos.: 017-024-00820-6 (Trainer Manual)
017-024-00835-4 (Participant Workbook)
Year: 1978
No. of Pages: 145 (Trainer Manual)
68 (Participant Workbook)
Cost: $3.25 (Trainer Manual)
$2.50 (Participant Workbook)

"*Programming Community Resources* is designed to upgrade and/or develop the assessment and negotiation skills of management personnel who are involved in developing and coordinating resources among community agencies to provide comprehensive services for people with alcohol problems. The 26-hour training program:

- is designed for management personnel from alcoholic service delivery agencies who have the authority to represent their program within the community and the administrative authority to allow them to commit agency resources and services;
- explores community assessment, target problem identification and analysis, planning and conducting interagency negotiations, and group problem-solving techniques;
- relies on small group experiential activities, including discussions, problem-solving, and role plays with emphasis on sharing and analysis of participant work experience in the field;
- requires a trainer with at least one year's experience in small group techniques and some background in programming community resources; an additional trainer is recommended when conducting more than two days of training;
- includes the Trainer Manual, Participant Workbook, several resource and reference books;
- can be conducted for 10 to 20 participants;
- requires a meeting room to accommodate participants comfortably and space for small group work, flipcharts, and duplicating equipment for assessment and evaluation instruments;
- is designed in 16 sessions from one to two hours in duration;
- can be modified or adapted to meet local training needs."

(Description from Program Brochure)
TRAINING PACKAGE

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Johnson County Community College, Office of Institutional Research. "Employer Manpower Needs and Job Entry Requirements for Biomedical Equipment Technician." In *Special Package of Instructional Resources for Biomedical Equipment Technology*. Columbus, OH: The Ohio State University, The National Center for Research in Vocational Education, 1978.

Melera, Paulette S. and others. *Planning for Vocational Education: New and Emerging Occupations*. Belmont, MA: Contract Research Corporation, 1976.

Nelson, Orville. Emerging occupations. *The Wisconsin Vocational Educator*, 1978, *4*, pp. 1-3.

Spetz, Sally H., W.D. Heath and D.S. Katz. *Current and Future Employment Opportunities in New and Emerging Occupations Within Illinois*. Raleigh, NC: CONSERVA, Inc., 1978. (Sponsored by the Illinois State Board of Education.)

APPENDICES

APPENDIX A

SCHOOLS AND ORGANIZATIONS CONTACTED WHICH OFFER COURSEWORK OR TRAINING RELATED TO HALFWAY HOUSE MANAGEMENT

ILLINOIS

National Manpower and Training Systems
National Institute on Drug Abuse
P.O. Box 1305
Des Plaines, IL 60018

OHIO

International Halfway House Association
2525 Victory Parkway
Cincinnati, OH 45206

PENNSYLVANIA

Horizon House Institute
Stafford House
5555 Wissahickom Avenue
Philadelphia, PA 19144

MASSACHUSETTS

Northern Essex Community College
100 Elliott Street
Haverhill, MA 01830

MINNESOTA

Association of Halfway House Alcoholism
Programs of North America, Inc.
786 East 7th Street
St. Paul, MN 55106

VIRGINIA

National Institute on Alcohol Abuse
and Alcoholism
National Center for Alcohol Education
1601 North Kent Street
Arlington, VA 22209

WASHINGTON

Seattle University
Seattle, WA 98122

WISCONSIN

Cardinal Stritch College
6801 North Yates Road
Milwaukee, WI 53217

Halfway House Federation of Wisconsin
922 Ferry Street
La Crosse, WI 54601

APPENDIX B

INDIVIDUALS INDICATING AN INTEREST IN CONSULTING

Diane Adams
Association of Halfway House Alcoholism Programs, Inc.
786 East 7th Street
St. Paul, MN 55106
(612)771-0933

Richard Budson
Harvard Medical School
Harvard University
Cambridge, MA 02138
(617)266-0078

Mary DiGiavanni
Northern Essex Community College
100 Elliott Street
Haverhill, MA 01830
(617)374-0721

Martin Frank
President of International Halfway House Association
National Training Institute
P.O. Box 18258
Seattle, WA 98118
(206)722-2439

E.B. Henderson
International Halfway House Association
2525 Victory Parkway
Cincinnati, OH 45206
(513)221-3250

Sr. Gabrielle Kowalski
Cardinal Stritch College
6801 North Yates Road
Milwaukee, WI 53217
(414)352-5400

Mary Miller
National Center for Alcohol Education
1601 North Kent Street
Arlington, VA 22209
(703)527-5757

Fr. James Royce
Seattle University
12th and East Columbia
Seattle, WA 98122
(206)626-6200

Irvin Rutman
Horizon House Institute
Stafford House
5555 Wissahickom Avenue
Philadelphia, PA 19144
(215)438-8200

Jack Shea
624 Tower Building
Boston State College
625 Huntington Avenue
Boston, MA 22115
(617)232-7171

APPENDIX C

RELATED AGENCIES/ORGANIZATIONS

Association of Halfway House Alcoholism Programs, Inc.
786 East 7th Street
St. Paul, MN 55106

Association of Rehabilitation Facilities, Illinois Chapter
413 West Edwards
Springfield, IL
(217)753-1190

Halfway House Federation of Wisconsin
922 Ferry Street
LaCrosse, WI 54601

Illinois Alcoholism and Drug Dependence Association
1035 Outer Park Drive
Springfield, IL
(217)787-0588

Illinois Association for Retarded Citizens
6 North Michigan Avenue
Chicago, IL
(312)263-7135

International Halfway House Association
2525 Victory Parkway
Cincinnati, OH 45206

National Center for Alcohol Education
1601 North Kent Street
Arlington, VA 22209

National Institute of Mental Health
5600 Fishers Lane
Suite 11-103
Rockville, MD 20857

APPENDIX D

RELATED JOURNALS/PERIODICALS

ADDICTION AND DRUG ABUSE REPORT
Grafton Publications, Inc.
667 Madison Avenue
New York, NY 10021
Subscription Rate: $24.
Issue Rate: Monthly.

ALCOHOLISM AND ALCOHOL EDUCATION NEWSLETTER
Scope Publications, Inc.
1132 National Press Building
Washington, DC 20004
Subscription Rate: $33.
Issue Rate: Monthly.

ASSOCIATION OF MENTAL HEALTH ADMINISTRATORS NEWSLETTER
2901 Lafayette Avenue
Lansing, MI 48906
Subscription Rate: Free to Members.
Issue Rate: Bi-Monthly.

COMMUNICATIONS AND SERVICES NEWSLETTER
Association of Halfway House Alcoholism Programs of North America, Inc.
786 East 7th Street
St. Paul, MN 55106
Subscription Rate: $7.
Issue Rate: 10/year.

COMMUNITY MENTAL HEALTH JOURNAL
Human Science Press
72 Fifth Avenue
New York, NY 10011
Subscription Rate: $15 individual,
$35 institution.
Issue Rate: Quarterly.

COUNSELORS ON ALCOHOLISM NEWSLETTER
Association of Halfway House Alcoholism Programs of North America, Inc.
786 East 7th Street
St. Paul, MN 55106
Subscription Rate: $7.
Issue Rate: 10/year.

DRUG ABUSE AND ALCOHOLISM NEWSLETTER
Vista Hill Foundation
7798 Sterling Drive
San Diego, CA 92123
Subscription Rate: Free.
Issue Rate: 10/year.

INTERNATIONAL HALFWAY HOUSE ASSOCIATION NEWS
Box 18258
Seattle, WA 98118
Subscription Rate: Free to Members.
Issue Rate: 3/year.

JOURNAL OF APPLIED BEHAVIOR ANALYSIS
Society for the Experimental Analysis of Behavior
University of Kansas
Department of Human Development
Lawrence, KS 66045
Subscription Rate: $18.
Issue Rate: Quarterly.

JOURNAL OF COMMUNITY PSYCHOLOGY
Clinical Psychology Publications Co., Inc.
Conant Square
Brandon, VT 05933
Subscription Rate: $25.
Issue Rate: Quarterly.

RESIDENTIAL SOCIAL WORK
Law and Local Government Publications, Ltd.
27-29 Furnival Street
London EC4A 1JR, England

TRAINING MATERIALS SUPPLEMENT
National Center for Alcohol Education
1601 North Kent Street
Arlington, VA 22209

WOMEN'S TASK FORCE NEWSLETTER
Association of Halfway House Alcoholism Programs of North America, Inc.
786 East 7th Street
St. Paul, MN 55106
Subscription Rate: $7.
Issue Rate: 10/year.